

# 2018 AmeriCorps State Formula Funding Opportunity: Performance Measurement Worksheets

April 4, 2018

# Technical Assistance Webinar Series

- Funding Overview
  - Wednesday, March 14, 10-11am
- Selection Criteria
  - Wednesday, March 21, 10-11am
- Program Management and Design
  - Monday, March 26, 1-2pm
- **Performance Measures**
  - Wednesday, April 4, 10-11am
- Budget Development
  - Wednesday, April 11, 10-11am

# Session Agenda

- Overview of Performance Measurement
- Technical Assistance on Completing PMWs
- Q & A

# Why Measure Performance?

- Accountability to funders and stakeholders
- Recognizing progress/reflecting changes
- Inform program improvement

# What is Performance Measurement?

Systematic process for measuring program outputs and outcomes.

## **Outputs**

- Amount of Service provided

## **Outcomes**

- Changes or benefits that occur as the result of the intervention
- Changes in individuals, organizations, communities, or the environment
- Changes in attitudes/beliefs, knowledge/skills, behavior, or conditions

# Key Requirements

- Complete set of Performance Measurement Worksheets (PMWs)
  - A fully-aligned primary needs and service PMW
  - Any non-primary needs and service PMWs
  - Common Strengthening Communities PMW
  - Common Member Development PMW
- Fundraising activities must have their own PMW

# Needs and Service

- Aligned performance measure required for primary activities
- All non-primary activities must have separate aligned performance measures
- Proposed outcomes measurable in grant year, attributable to AmeriCorps member activities

# Strengthening Communities

- All programs required to recruit volunteers, but not all members are required to perform volunteer recruitment activities
- Outcome optional, unless members will train and manage volunteers
- Volunteer capacity building activities must be captured in Needs and Service PMW



# Member Development

- Required of all applicants
- Outcome should focus on performance, not just gains in knowledge
- Additional outcomes may be added as appropriate for the program
- May not exceed 20% of total aggregate member service hours

# Fundraising

- Separate performance measure required
- Cannot exceed 10% of member's service hours
- Fundraising activities
  - Must be in support of the program
  - May not provide matching funds to cover program operating expenses
  - May not prepare federal grant applications
  - Must be specifically outlined in the PMWs and member service agreement

# Anatomy of a PMW

## Program Design

1. Community Need
2. Target Population
3. Amount of Service
4. Intervention

## Intended Results

5. Result
6. Indicator
7. Instrument
8. Target

# Community Need

- Clearly identify the need you will address
- Use data from reliable local sources
- Brief summary not to exceed 500 characters including spaces

# Community Need - Example

- Clay Middle School has experienced a 15% increase in disciplinary referrals in the 2010-11 year—referrals for chronic truancy, fighting, threatening behavior to students/staff, substance abuse, or other delinquent behaviors. During 2008, the principal organized a group of parents, teachers, and district staff to research best practices, design activities, and implement after school activities and awareness sessions to reverse the trend. To implement the program, the school needs to have trained people who can act as mentors in the school.

# Target Population

- Describe “high-need” target population
- Identify number of direct beneficiaries
- Describe beneficiary selection process

# Target Population - Example

- a. Describe the high need target population: 6 – 8th grade students who meet the Corporation’s “disadvantaged” criteria, and have received a minimum of two disciplinary actions and/or suspension in the past year.
- b. # of direct high need beneficiaries: 360
- c. Describe the high need beneficiary selection process: A school or program administrator will use our referral form to refer participants for a member-mentor. The Referral Form includes all of the criteria above, as well as the school report on the base-line number of disciplinary actions and suspensions in the past year. Referrals will be screened and matched with a mentor as appropriate. Mentees will be accepted until all slots are filled.

# Amount of Service

- a. Number of members in this activity
- b. Number of hours per day for this activity
- c. Number of days per week for this activity
- d. Number of weeks for this activity
- e. Total number of member hours for this activity (calculated  $a*b*c*d$ )



# Amount of Service - Example

- a. # of members: 30
- b. Hours per day: 5
- c. # of days per week: 5
- d. Duration in weeks: 38
- e. Total estimated hours for this activity: 28,500

# Intervention

- Core activities that members will perform to meet the need and achieve the result
- Describe dosage—the amount of time needed to achieve desired change—including:
  - Frequency: number of sessions per week
  - Intensity: length of each session
  - Duration: total number of hours, weeks, sessions, etc. of the intervention

# Intervention - Example

- Each member will mentor 12 youth—this may include both in and out of school, depending upon the mentee's needs. Members are assigned to mentees--not classrooms, teachers, or afterschool programs. Members will work with mentees to identify challenging behaviors and design activities to improve these areas. Members will plan, implement, and report on a these activities which may include: anger management and prevention; leadership skills; social skills; study skills; meeting with parents, guardians, social workers, probation officers, etc. Members will also include small group activities [1:3] for building peer relationships, trust, and communication skills. These are structured and planned activities. Members will use appropriate opportunities to model desired behavior. **Members will meet with mentees 1:1 at least one hour per week and 1:2-3 an additional one hour per week for at least six months of the school year.**

# Result

- What the community hopes to achieve
- A statement in direct response to the community need

Output: states amount of work or product created/delivered

Outcome: states the change that will occur due to the service delivered

# Result - Example

## Output

- Youth will participate in mentoring.

## Outcome

- Youth will decrease disciplinary actions.

# Indicator

- What the community will look at to gauge progress toward the Result
- Answers the question “What will show progress towards the result?”
- Begin with the words “The number of...”

# Indicator - Example

## Output

- The number of youth matched to a mentor.
- The number of youth who complete mentor program.

## Outcome

- The number of youth with decreased disciplinary actions.

# Output Instrument

For each Output Indicator provide:

- a. Name or Title of instrument
- b. Specific Data the instrument will collect
- c. Minimum Participation required to be counted
- d. Procedure to protect against double-counting
- e. Who will administer the instrument
- f. How Often each service recipient will be assessed



# Output Instrument - Example

- a. Mentor Log
- b. Collect data on youth matched to a mentor, number and duration of mentoring sessions
- c. 70 hours (both 1:1 and 1:2-3 mentoring)
- d. Students receive unique identifier
- e. Member/mentor will administer
- f. Instrument administered daily

# Outcome Instrument

For each Outcome Indicator provide:

- a. Name or Title of instrument
- b. Specific Data the instrument will collect
- c. Minimum Participation required to be counted
- d. Level of Change required to be counted
- e. Procedure to protect against double-counting
- f. Details on instrument's reliability and validity
- g. Who will administer the instrument
- h. How often each service recipient will be assessed

# Outcome Instrument - Example

- a. Student Tracking Log
- b. Collect data on disciplinary actions, suspensions, and expulsions, to be obtained from school
- c. 70 hours (both 1:1 and 1:2-3 mentoring)
- d. Reduction in disciplinary referrals or suspensions by 40%
- e. Students receive unique identifier matched to Mentor Log
- f. Data obtained by program supervisor directly from school records
- g. Program supervisor will administer
- h. Instrument administered three times per year

# Target

- Output targets are simple tallies and counts
- Outcome targets must include
  - # of people/things that changed
  - What changed (knowledge, attitude, behavior, or condition)
  - Amount of the change (minimum level of change needed to be counted)
  - Dosage received (minimum amount of service needed to be counted)
- Measurable in single grant year

# Target Alignment and Quality

- Outputs and outcomes must be aligned
- Clearly identify what is counted
- Count only one thing
- Outcomes count individual gains, not average
- Outcomes measure meaningful and significant changes aligned with theory of change

# Target - Example

## Output

- ED3A: 360 disadvantaged youth/mentor matches will commence
- 340 of 360 disadvantaged youth/mentor matches will receive 70 hours of both 1:1 and 1:2-3 mentoring for a sustained period of 9 months

## Outcome

- ED27B: 272 of 340 mentees who have received 70 hours of mentoring will demonstrate increased academic engagement defined as reducing disciplinary referrals or suspensions by 40%

# Resources

- [Request for Applications](#)
- [Application Instructions](#)
- [National Performance Measure Instructions](#)
- [Performance Measures Checklist](#)
- [High Quality Performance Measurement \(CNCS eCourse\)](#)

# Application Deadlines

- Notice of Intent
  - <https://www.surveymonkey.com/r/2018FormulaNOI>
- Complete Application due May 2
  - Paper application including one original (items 1-17) & 5 copies (1-9)
  - Electronic submission of AmeriCorps Program Title Page & Partnership Forms
    - <https://govapps.gov.ca.gov/cvrfa/>



# Questions?

# Thank you!

Send questions to [funding@cv.ca.gov](mailto:funding@cv.ca.gov)

Or request one-on-one technical assistance